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ABSTRACT

In the third resource unit on regional studies designed for fifth graders, focus is upon the Northeast area in general, and specifically upon a case study of the urban area of New York City itself. The case study is one of sequent occupance from the time of inhabitance by the Indians in New York City up to the present time and includes examination of city problems today. Economic geography is dealt with as students analyze physical and man-made factors which contributed to the city's development, illustrating changing use of the environment in terms of a changing situation. Following the study of New York City, pupils turn to the wider region of the Northeast, examining the chief characteristics which make this area different from other regions. The teacher's guide ED 062 226 provides program descriptions, course objectives, teaching strategies, and an explanation of format. Other related documents are a selected reading on New York City ED 061 134, ED 062 227 and SO 002 732 through SO 002 741. (Several pages may be illegible.)
(Author/SJM)

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Grade Five
Unit III: THE NORTHEAST -
CASE STUDY ON NEW YORK CITY
THE NORTHEAST AS A REGION

RESOURCE UNIT

SP 000 735

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1967

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OBJECTIVES

This unit should make progress toward developing the following:

GENERALIZATIONS

1. Every place has three types of location: position, site, and situation.

   a. Location is a position which sets a phenomenon at a specific point on the earth's surface, usually designated in terms of latitude and longitude.

   b. Situation describes a phenomenon in areal relationship with other phenomena with which it is associated.

   c. Site relates a phenomenon to the detailed physical setting of the area it occupies.

2. Temperature is affected by the distance from the equator, elevation, distance from warm water bodies, ocean currents, and physical features which block winds from certain directions.

   a. The ocean and other large bodies of water do not heat up so rapidly as land nor cool so rapidly as land.

   b. Winds which blow over warm bodies of water carry warm air to nearby land areas.

3. Rainfall is affected by distance from bodies of warm water, ocean cu wind direction, temperature, e

4. Soil in a particular place is by a number of factors, includ natural vegetation of the area

5. Man uses his physical environm terms of his cultural values, tions, and level of technology

   a. Man changes the character o earth.

   b. The significance of locatio upon cultural developments within and outside of the i area.

      1) A change in situation br about a corresponding ch in the use of a site.

      2) Improved transportation make possible wider and markets as well as bette less costly access to re

   c. Types of agriculture in a r depend upon man's cultural perceptions, and level of t nology, as well as upon cli soils, and topography.

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is affected by distance from
bodies of warm water, ocean currents, wind direction, temperature, etc.

4. Soil in a particular place is affected by a number of factors, including the natural vegetation of the area.

5. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

   a. Man changes the character of the earth.

   b. The significance of location depends upon cultural developments both within and outside of the immediate area.

      1) A change in situation brings about a corresponding change in the use of a site.

      2) Improved transportation facilities make possible wider and bigger markets as well as better and less costly access to resources.

   c. Types of agriculture in a region depend upon man's cultural values, perceptions, and level of technology, as well as upon climate, soils, and topography.

d. Some types of land forms hamper the construction of railroads and highways, although technological advances have overcome many topographic limitations.

e. Political boundaries are man-made and frequently do not follow any natural physical boundaries.

6. Population is distributed unequally over the earth's surface.

a. Large cities are characterized by a large number of people per square mile.

b. A number of factors -- climate, surface features, natural resources, accessability, and history -- affect settlement patterns.

7. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

a. Differing crops need differing amounts of rainfall and differing temperatures and number of frost-free days in order to grow.

b. Location of production is influenced by costs of the land needed for a factory or business.

c. The growth of factories and in a town attract people, s which in turn make the area attractive to new factories businesses and also stimula growth of old ones.

d. Factories must have some fo power to run machinery.

e. A place needs cheap and rap portation in order to carry trade with other places.

1) Inland water routes prov transportation for heavy do other types of transp

2) Cities which become big centers tend to grow up there is a break in tran and so where goods must from one type of transp to another or from one c transportation facilitie of another.

3) Factories need good tran facilities, but large ci many factories and large of people also attract i transportation facilitie

f. Since coal is very bulky an to transport, except by wat plants which use coal to ma

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c. The growth of factories and businesses in a town attract people, stores, etc., which in turn make the area more attractive to new factories and businesses and also stimulate the growth of old ones.

d. Factories must have some form of power to run machinery.

e. A place needs cheap and rapid transportation in order to carry on much trade with other places.

   1) Inland water routes provide cheaper transportation for heavy goods than do other types of transportation.

   2) Cities which become big trading centers tend to grow up where there is a break in transportation and so where goods must be moved from one type of transportation to another or from one company's transportation facilities to those of another.

   3) Factories need good transportation facilities, but large cities with many factories and large numbers of people also attract improved transportation facilities.

f. Since coal is very bulky and so costly to transport, except by water, most plants which use coal to make electric-

ity are located near the source of coal or in a port city near the place at which the coal is unloaded from boats.

g. Today factories tend to locate close to the source of needed raw materials if these materials are perishable or heavier and/or bulkier than their finished product.

8. Certain physical features of a site are more desirable than others for the development of a port city.

a. When good physical features of site are combined with adequate transportation connections to the hinterland, an important port city can be developed.

9. Specialization of individuals and regions makes for interdependence.

a. The people who live in one community depend upon each other for different goods and services and for markets for their goods.

b. People in most societies of the world depend upon people who live in other communities, regions, and countries for goods and services and for markets for their goods.

c. Cities are likely to grow up if they perform functions which are needed by the surrounding community o a larger functional region.

10. A region is an area of one or geneous features. The core ar homogeneous, but there are tra zones where boundaries are dra different regions.

a. Regions are delimited on ma bases, depending upon the p study. Some are delimited of a single phenomenon, som basis of multiple phenomena on the basis of functional ships.

11. Power makes possible greater p per person.

12. Other things being equal, most wish to obtain the best income in order to get the largest am of desired goods and services possible.

13. Other things being equal, the a good (e.g. land) rises when is in short supply as compared demand for the good.

14. Firms compete with each other ways; this competition affects things are produced.

15. Urban problems generally incre

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the surrounding community or for a larger functional region.

10. A region is an area of one or more homogeneous features. The core area is highly homogeneous, but there are transitional zones where boundaries are drawn between different regions.

    a. Regions are delimited on many different bases, depending upon the purpose of the study. Some are delimited on the basis of a single phenomenon, some on the basis of multiple phenomena, and some on the basis of functional relationships.

11. Power makes possible greater production per person.

12. Other things being equal, most people wish to obtain the best income possible in order to get the largest amount of desired goods and services as possible.

13. Other things being equal, the price of a good (e.g. land) rises when the good is in short supply as compared to the demand for the good.

14. Firms compete with each other in many ways; this competition affects how things are produced.

15. Urban problems generally increase in

proportion to the density of population at a particular site.

16. The greater the proportion density, the greater the need for more laws.

17. Governments provide many services which people cannot provide for themselves.

18. Every culture must provide for the elementary biological requirements of man.

19. People in different societies differ as to what they think good and bad--what they value.

20. Although culture is always changing, certain parts or elements may persist over long periods of time.

    a. When people are in contact with each other, they tend to borrow cultural traits.

    b. An important change in one aspect of a people's culture will result in change in other aspects of their culture.

21. People perceive things in terms of their culture and total life experiences.

SKILLS

1. Attacks problems in a rational manner.

    a. Sets up hypotheses.

2. Locates information efficiently

    a. Uses the table of contents i

    b. Uses the index in a book

    c. Uses the card catalog in the

    d. Uses the vertical file in th

    e. Uses almanacs.

    f. Uses different types of atla

3. Gathers information effectively

    a. Takes notes on reading, usin cards.

    b. Gains information from study pictures.

    c. Gains information by studyin diagrams.

4. Uses effective geographic skill

    a. Compares distances.

    b. Compares areas with known ar

    c. Interprets map symbols in te of the map legend.

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c. Uses the card catalog in the library.

d. Uses the vertical file in the library.

e. Uses almanacs.

f. Uses different types of atlases.

3. Gathers information effectively.

a. Takes notes on reading, using note cards.

b. Gains information from studying pictures.

c. Gains information by studying diagrams.

4. Uses effective geographic skills.

a. Compares distances.

b. Compares areas with known areas.

c. Interprets map symbols in terms of the map legend.

d. Draws inferences from maps.

1) Draws inferences by comparing different map patterns of the same area.

5. Organizes and analyzes data and draws conclusions.

a. Applies previously-learned concepts and generalizations to new data.

b. Tests hypotheses against data.

c. Generalizes from data.

6. Presents information effectively.

a. Presents effective oral reports.

ATTITUDES

Is curious about social data.

OBJECTIVES

G. Every place has three types of location: position, site, and situation.

G. Location is a position which sets a phenomena at a specific point on the earth's surface; usually designated in terms of an abstract grid and described in terms of latitude and longitude.

G. Site relates a phenomenon to the detailed physical setting of the area it occupies.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Rainfall is affected by distance from bodies of warm water, ocean currents, wind direction, temperature, etc.

G. Temperature is affected by the distance from the equator, elevation, distance from warm water bodies, ocean currents, and physical features which block winds from certain directions.

G. The ocean and other large bodies of water do not heat up so rapidly as land nor cool so rapidly as land.

G. Winds which blow over warm bodies of water carry warm air to nearby land areas.

OUTLINE OF CONTENT

I. New York City is located on the north-eastern coas
United States near the 41st parallel. Its positi
characteristics, and situation have helped make i
important port-city in the U.S. and the largest c
world.

A. The climate is characterized as Humid Continen

1. There is sufficient moisture in the summer
many garden crops in the metropolitan area.

2. The climate is affected by the moderating i
of the Atlantic Ocean and the Gulf Stream.

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OUTLINE OF CONTENT

I. New York City is located on the north-eastern coast of the United States near the 41st parallel. Its position, site characteristics, and situation have helped make it the most important port-city in the U.S. and the largest city in the world.

A. The climate is characterized as Humid Continental.

1. There is sufficient moisture in the summer to raise many garden crops in the metropolitan area.

2. The climate is affected by the moderating influences of the Atlantic Ocean and the Gulf Stream.

TEACHING PROCEDURES	MATERIALS
1. Have pupils look at a physical map of the United States and locate New York City. They should begin by noting its position in terms of latitude and longitude and its site characteristics in terms of its location on the Atlantic Ocean.	"Student Almanac." Gottman, Megalopolis, pp. (for climatic maps).
Ask pupils to set up hypotheses about the climate of New York City. Then have them check a climate chart and perhaps a series of maps showing January and July temperatures, the length of the growing season, and precipitation in the Northeast. Discuss: Does New York get enough rainfall for raising crops? Have the pupils compare the temperatures of New York City with temperatures of Minneapolis which is only a few degrees further north. Discuss: Why is New York much warmer than Minneapolis?	Filmstrip: Geographic F... New York State, Part 2, f... (growing season and rain... Eyegate.
After pupils have discussed the moderating affects of the Atlantic, ask: But wouldn't the ocean be rather cold at this latitude? Some pupils may remember the discussion of ocean currents in the overview. If not, remind the class of those ocean currents and suggest that perhaps the class should examine, once again, a map showing ocean currents off the eastern coast of the United States. Show the map and have pupils locate the direction of the currents. Ask: Would these currents tend to make the ocean off New York warmer or colder than it would otherwise be at such a latitude? Why?	See: Goode's World Atlas... of ocean currents.

EACHING PROCEDURES	MATERIALS
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ve discussed the moderating affects of the Atlantic, n't the ocean be rather cold at this latitude? remember the discussion of ocean currents in the ot, remind the class of those ocean currents and rhaps the class should examine, once again, a map urrents off the eastern coast of the United States. d have pupils locate the direction of the currents se currents tend to make the ocean off New York r than it would otherwise be at such a latitude?	See: Goode's World Atlas for map of ocean currents.

G. Site relates a phenomenon to the detailed physical setting of the area it occupies.
S. Sets up hypotheses.
G. Certain physical features of a site are more desirable than others for the development of a port city.

G. Situation describes a phenomenon in areal relationship with other phenomena with which it is associated.
S. Sets up hypotheses.

G. The significance of location depends upon cultural development both within and outside of the immediate area.

S. Compares distances.
S. Sets up hypotheses.

3. This type of climate makes it possible to use all year although it is necessary to use ice times.

B. New York's location on the Hudson River and its natural harbor contributed to the development of

1. The location of New York City gave it a good transportation route to Europe, other foreign and other ports in the U.S.

3. This type of climate makes it possible to use the harbor all year although it is necessary to use ice breakers at times.

B. New York's location on the Hudson River and its excellent natural harbor contributed to the development of the city.

1. The location of New York City gave it a good water transportation route to Europe, other foreign countries, and other ports in the U.S.

2. Show pupils a large-scale map of New York State showing the river and harbor in more detail. Ask: What advantages do you think people settling in this place would have because of the river and harbor? Discuss: Why is it important for New York to have a warmer climate than Minneapolis has if it is to make good use of its harbor?

3. Have pupils look at a map of the world and note the relationship of New York City to Europe. Then have them look at a map showing other harbors on the eastern coast of the United States. Ask: What possible advantages would all of these places located on harbors have because of the harbors and their situation in relationship to Europe? Why do you think New York became larger than the other cities located on harbors? Let pupils set up possible hypotheses on the basis of their overview study of the U.S.

Map of World.
Physical map of the eastern United States.

4. Possibly show them population distribution maps of the eastern half of the United States today and in several periods of the past. Ask: What advantages did New York have over some of the southern ports because of this population distribution? Why?

5. With a piece of string and globe, compare air distances from London, Paris, Rome, Los Angeles, and Moscow to New York with distances from these places to several southern Atlantic ports in the U.S. Discuss: Does the location of New York in relationship to these other cities give it any advantages over the other Atlantic coast ports in the U.S.? Why or why not?

G. Certain physical features of a site are more important than others for the development of a port city.
. A number of factors -- climate, surface features, natural resources, accessability, and history -- affect settlement patterns.
G. The significance of location depends upon cultural developments both within and outside of the immediate area.

2. The harbor was the best natural harbor on the coast. It had a deep, protected body of water series of islands, 7 bays, 4 estuaries, and 43 channels provided the city with 771 miles of w frontage.

G. Certain physical features of a site are more important than others for the development of a port city.

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than others for the
a port city.

6. Show pupils aerial photos and large-scale maps of New York, Boston, Philadelphia, and Baltimore. Discuss: Do you think the physical features of the harbors can explain the fact that New York became the largest city? Why or why not?

For aerial views of the Ne
see Whittemore, et. al., U
and Latin America, p. 260
Geog. of the New World, p.
ed. Northeast, p. 204. Fo
of the Boston harbor, see
Aug., 1962, pp. 230-231.

For aerial views of Balti
see Jennings, p. 269.

For aerial views of Philad
Jennings, p. 322; Borchert

For large-scale maps of th
harbor, see Whittemore, p.
p. 58; Jennings, p. 205;
Your People and Mine, p.

For a map of the Boston ha
Wittemore, p. 257; McCarth
pp. 118, 177; Borchert, p.

For large-scale maps of th
area and Baltimore, see Je
or Nat'l. Geog., Sept., 19

For a large-scale map of t
and River and Philadelphia
Geog., July, 1952, p. 5.

7. To teach the significance of certain physical features on the development of the site of New York City as a harbor, the following exercise is recommended. Construct out of modeling clay a rough model of the harbor area. Show the Hudson River, the Jersey coast,

A 12"x12" or larger baking
modeling clay.

rial photos and large-scale maps of New York, elphia, and Baltimore. Discuss: Do you ical features of the harbors can explain lew York became the largest city? Why or

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For aerial views of Baltimore's harbor, see Jennings, p. 269.

For aerial views of Philadelphia, see Jennings, p. 322; Borchert, p. 54.

For large-scale maps of the New York harbor, see Whittemore, p. 261; Borchert, p. 58; Jennings, p. 205; Dederick, et. al, Your People and Mine, p. 175.

For a map of the Boston harbor, see Wittemore, p. 257; McCarthy, New England, pp. 118, 177; Borchert, p. 72.

For large-scale maps of the Chesapeake Bay area and Baltimore, see Jennings, p. 263, or Nat'l. Geog., Sept., 1964, pp. 374-75.

For a large-scale map of the Delaware Bay and River and Philadelphia, see Nat'l Geog., July, 1952, p. 5.

ignificance of certain physical features ment of the site of New York City as a following exercise is recommended. f modeling clay a rough model of the how the Hudson River, the Jersey coast,

A 12"x12" or larger baking dish and some modeling clay.

G. Site relates a phenomenon to the detailed physical setting of the area it occupies.

S. Sets up hypotheses.
G. Situation describes a phenomenon in areal relationship with other phenomena with which it is associated.

G. Cities which become big trading centers tend to grow up where there is a break in transportation and so where goods must be moved from one type of transportation to another or from one company's transportation facilities to those of another company.

G. Inland water routes provide cheaper transportation for heavy goods than do other types of transportation.

G. Some types of landforms hamper the construction of railroads and highways, although technological advances have overcome many topographic limitations.

3. The entire area, under the shallow soil layer, of solid rock and represents a "submerged coas rock base has made it easier to build tall sky the islands and mainland area of the city.

4. The Hudson River and the Mohawk Valley gave Ne to the interior areas of New York, to Canada, area beyond the Appalachian Mountains.

a. Since the Hudson is navigable for many mile New York had an advantage over cities and p which the Fall Line was close to the coast the Fall Line prevented further river trans into the interior.

b. The lack of a falls blocking river transpor advantage to transportation in the early da that New York (town) did not have a good so power.

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3. The entire area, under the shallow soil layer, is composed of solid rock and represents a "submerged coastline." The rock base has made it easier to build tall skyscrapers on the islands and mainland area of the city.

4. The Hudson River and the Mohawk Valley gave New York access to the interior areas of New York, to Canada, and to the area beyond the Appalachian Mountains.

   a. Since the Hudson is navigable for many miles inland New York had an advantage over cities and ports in which the Fall Line was close to the coast or in which the Fall Line prevented further river transportation into the interior.

   b. The lack of a falls blocking river transport was an advantage to transportation in the early days but meant that New York (town) did not have a good source of water power.

and the islands of Manhattan, Staten and Long Island. Build this model in a watertight pan. If it is properly constructed, it will now be easy to demonstrate what is meant by "submerged coastline" by pouring water slowly into the pan.

Have pupils examine the model or a large-scale map to try to decide whether the many islands, bays, and estuaries would give New York any advantages as a port. If necessary, ask them how these features would affect the length of the water front. Why would the length be important?

Point out that the entire area under the narrow soil layer is composed of solid rock. Discuss: What possible advantages would this rock base have for the city? Let pupils set up hypotheses to test later.

8. Use a physical-political map and have pupils locate the following cities: New York, Philadelphia, Baltimore, Washington, D.C., Richmond, Raleigh, Columbia, Augusta, and Macon. Ask: Do you see anything peculiar about the arrangement of these cities? They will notice that they are in a line and farther inland as they go South. Ask why this might be so. When the students have discovered the connection between this arrangement and the physical features of the area, point out that these cities lie close to the Fall Line. Perhaps show the class the diagram and map of the Fall Line. Discuss: Why would you be likely to find many large settlements along the fall line on rivers? (If necessary, ask: Did you learn anything about the settlement of the Twin Cities which might help explain the settlements? Ask further questions as needed to bring out the importance of the break in transportation and waterfalls as a source of power.)

Physical-political map of ports of the United States

Jennings, The Northeast, p diagram and map of Fall Li

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portance of the break in transportation
s a source of power.)

Physical-political map of the eastern ports of the United States.

Jennings, The Northeast, p. 35, (for diagram and map of Fall Line).

G. Power makes possible greater production per person.

G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

G. The significance of location depends upon cultural developments both within and outside of the immediate area.

G. Power makes possible greater production per person.

C. New York State had some iron, oil and gas resources, but New York City is not close to sources of coal.

On a large-scale map of New York State, point out the Hudson River, the Mohawk depression, the Great Lakes, the Appalachians, the Catskills, and the Adirondack Mountains. Also locate the end of navigation for ships in the early days on the Hudson River. Discuss: Did the features of the Hudson River Valley and the Mohawk depression give New York any advantages over the cities we have just located in early American history? Why or why not? Would they give New York the same advantages today? Why or why not? What disadvantages might the lack of a waterfalls on the Hudson River at New York have had in its early days?

9. Ask: What other sources of power might New York City have besides water power? Show pupils a map of coal, natural gas, and oil resources in the eastern part of the U.S. Ask: Did New York City have ready access to such resources in the earlier period of the United States? Does it today? Show the class a map of iron resources in the U.S. or the eastern part of the U.S. Ask: Did New York have an advantage over other northeastern ports in terms of iron resources? Why or why not? Would you expect New York to have become an important center for manufacturing steel and large machinery? Why or why not? How could the city obtain coal and oil? How do you think the earlier settlers could have developed power to grind grain?

Minerals map used in overv
perhaps one on p. 136 of J
Northeast.
Filmstrip: Geog. Features
State, Part II, frames 16-
iron maps of New York), Ey

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Minerals map used in overview unit or perhaps one on p. 136 of Jennings, The Northeast.
Filmstrip: Geog. Features of New York State, Part II, frames 16-17 (oil and iron maps of New York), Eyegate.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Soil in a particular place is affected by a number of factors, including the natural vegetation of the area.

G. Differing crops need differing amounts of rainfall and differing temperatures and number of frost-free days in order to grow.

G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Sets up hypotheses.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

D. New York City, its vicinity, and the Hudson River the soil and climatic base for growing many crops other agricultural products.

II. We look very briefly at how the Algonquin Indians use Island the surrounding area before the coming of the Those Indians lived by farming as well as by hun

III. We look at New Amsterdam in the era from 1620 to 160 colony was under Dutch control.

D. New York City, its vicinity, and the Hudson River Valley have the soil and climatic base for growing many crops and raising other agricultural products.

II. We look very briefly at how the Algonquin Indians used Manhattan Island the surrounding area before the coming of the white men. Lenape Indians lived by farming as well as by hunting and fishing.

III. We look at New Amsterdam in the era from 1620 to 1664 when the colony was under Dutch control.

10. Show the class a map of forest types in the Northeast. Ask: What kinds of soil quality would you expect to find on Manhattan Island? in the close vicinity of Manhattan? along the Hudson River? Why?

    Now have pupils check their hypotheses against a map of soil quality in New York City vicinity and the Hudson Valley. Discuss: Given the climate and soil of the New York vicinity and the Hudson River Valley, would you expect this area to have good agricultural possibilities? Why? What kinds of agricultural acitivies and crops might you expect to find here if the land were used for agriculture? Why?

Gottman, Megapolis, p. 97 (forests), p. 94 (soil map).

11. Read aloud an excerpt describing the Algonquins in the Manhattan Island area. If pupils have come through the first grade course of the Center, compare the way in which these Indians made a living with the way in which the Chippewa made a living in Minnesota. Tell the children the Algonquins were closely related to the Chippewa who later settled in Minnesota. Perhaps show pictures of typical Algonquin homes.

12. Tell the class that they are now going to look at how the early white men used the present site of New York City during the period from 1620 to 1664. Ask: How do you think their use could be different from that of the Indians? Why?

For possible descriptions, The Hudson, pp. 11-12; Syme Hudson, pp. 89-90, 103-104; Oagley, Exploring New York Crouse and Crouse, Peter St pp. 12-15.

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For possible descriptions, see Carmer, The Hudson, pp. 11-12; Syme, Henry Hudson, pp. 89-90, 103-104; Wainger and Oagley, Exploring New York State, Crouse and Crouse, Peter Stuyvesant, pp. 12-15.

S. Generalizes from data.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Man changes the character of the earth.

G. A change in situation brings about a corresponging change in the use of a site.

G. Some things can be produced better in one place then in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

S. Sets up hypotheses.

A. The early Dutch in the area were interested in th
with the Indians. Even after the first settlemen
the Dutch Company had difficulty in persuading th
do much farming, because they could make more mone
with the Indians.

A. The early Dutch in the area were interested in the fur trade with the Indians. Even after the first settlements began, the Dutch Company had difficulty in persuading the settlers to do much farming, because they could make more money trading with the Indians.

13. Have pupils read the list of cargo on a ship which made the trip from New Amsterdam to the Netherlands in 1626. Ask: What does this list suggest about the reasons why the Dutch wished to have a colony along the Hudson River? How do ou think the colonists got the furs to ship to the Netherlands? (Perhaps remind pupils of the early fur trade in the Twin Cities area.) Also ask: What do you think the early colonists would try to produce for themselves? Why? (If pupils can't think of reasons for raising agricultural products and producing some other essentials, ask: How easy would it be to get food and other things they needed from Europe? Why?)

"Selected Readings on New

14. Now have several pupils investigate the fur trade prior to the first settlement and in the early years of the settlement. Have them tell the class how this fur trade affected efforts of the Dutch West Indies Company to get many settlers to develop farms in the area. Would the fur trade be so important for people in New York City today? Why or why not?

Dederick, et. al., Your P
Mine, p. 89.
Hudson, pp. 18-19; Freedg
States, pp. 29-30; Wainge
Exploring New York State.

15. Ask: Why do you think one of the trading posts and forts was established at Albany? (Point out on the map.)

Physical map of U.S. or o

16. Discuss: Suppose you had been among the earliest colonists to the area, What spot would you have picked for a settlement and a fort to protect you from the Indians? Why?

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"Selected Readings on New York City"

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S. Gains information by studying pictures.
S. Tests hypotheses against data.
S. Sets up hypotheses.

1. The early settlers used local products to buil homes; they gradually replaced the earliest ho in the style of the Dutch homes which they had them.

S. Draws inferences by comparing different map patterns of the same area.
S. Tests hypotheses against data.

2. The early settlers on Manhattan kept farm anim gardens and did some other types of farming. to raise most of its own food, and it began to food to Europe in return for products which it produce.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.
S. Sets up hypotheses.

ation by studying

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heses.

1. The early settlers used local products to build their first homes; they gradually replaced the earliest homes with homes in the style of the Dutch homes which they had left behind them.

nces by comparing
patterns of the

ses against data.

2. The early settlers on Manhattan kept farm animals and had gardens and did some other types of farming. The colony had to raise most of its own food, and it began to ship some food to Europe in return for products which it could not produce.

OUT SOCIAL DATA.

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heses.

17. Show pupils a sketch or at least a sketch map of New Amsterdam in 1640. What can they tell about life in the colony from this sketch? Does the sketch support or contradict their ideas about a good place for a settlement? Also ask: Suppose you lived in one of those houses outside of the fort. The Indians have been fairly friendly up till now, but recently they have been attacking some of the settlements further north on the Hudson River. What might the colony do for added protection?

For sketch, see Werter Knickerbocker Rebels, Or see Irving, Knicker of New York, vol. I.

18. Now show the class a map of New Amsterdam in 1660, four years before it was seized by the English. Have them locate the wall which later marked the path of Wall Street. Also ask: How has the settlement changed? What does this map show about ways in which the people lived?

For map, see Freedgood p. 32.

19. Several children might like to read a fictionalized account of New Amsterdam. Ask them to read to find out how people lived at that time. They should add to the class discussion of life in New Amsterdam at appropriate points.

Davis, Island City; Em Tunnel.

20. Have pupils read different selections dealing with life in New Amsterdam from the early 1620's until the English seized the town. Then discuss: How did the houses change over time? Why do you think the settlers replaced their old homes with the types of houses that were so typical after a few years? (Perhaps show a picture of a Dutch stone house.) Which of the things you found described do you think would disappear when the town

"Selected Readings on McNeer, The Hudson, pp et al. Your People and Wainger and Cagley, Ex State.

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"Selected Readings on New York City" McNeer, The Hudson, pp. 19-33. Dederick, et al. Your People and Mine, pp. 91-92; Wainger and Cagley, Exploring New York State.

S. Sets up hypotheses.
G. Other things being equal, more people wish to obtain the best income in order to get the largest amount of desired goods and services as possible.

G. A number of factors--climate, surface features, natural resources, accessability, and history--affect settlement patterns.

3. Because the Dutch Company which ran the colo difficult to get enough settlers and people really farm the land along the Hudson River, a poltroon system. They granted large tract wealthy person who would bring 50 families t at his own expense. In this way the land on the Hudson River was divided into huge estat farmed by a number of tenants.

a. Only one of the poltroons was successful enough settlers. He came to control a la land along the Hudson close to Albany. H poltroons could not entice many settlers settle on their lands because potential s get land of their own in other colonies.

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3. Because the Dutch Company which ran the colony found it difficult to get enough settlers and people who would really farm the land along the Hudson River, they developed a poltroon system. They granted large tracts of land to any wealthy person who would bring 50 families to New Netherlands at his own expense. In this way the land on both sides of the Hudson River was divided into huge estates, to be farmed by a number of tenants.

   a. Only one of the poltroons was successful in attracting enough settlers. He came to control a large part of the land along the Hudson close to Albany. However, most poltroons could not entice many settlers to come to settle on their lands because potential settlers could get land of their own in other colonies.

grows much larger? Why?
Have pupils look at the 1660 map once more and identify the canal on what later became Broad Street. Also show them a picture of the canal. Ask: Why do you think the early colonists built such a canal? Why might they later fill it in?

For picture of canal, Gateway States.

Discuss: Suppose you had lived in New Amsterdam in 1660. How would you have traveled if you had wished to go to Albany? If you wished to go to Boston? Why?

21. Ask: How did the company try to get more people to come to the colony (on Manhattan Island and along the Hudson River)? Discuss the poltroon system. Point out that people wishing to come to settle from Europe could get their own farms in other colonies.

Tell the class that in 1664, after New Amsterdam had been settled about 40 years, it had about 1500 people. Philadelphia grew as large as this in only 10 years. About 25,000 people had gone to the Massachusetts colony between 1620 and 1640, a period of only 20 years.

Now have pupils check estimated populations of the following states in 1660: New York, Massachusetts Connecticut, Maryland, and Virginia. How did New York state compare with those of much smaller land area? Ask: Why do you think the New Amsterdam colony and the state of New York grew so slowly in comparison with Massachusetts and some of the other cities and states?

"Student's Almanac."

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b. Finally, the Dutch company began to make a
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c. The governor's decision to lay a tax on th
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4. The Dutch left many influences upon the colo

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S. Sets up hypotheses.

b. Finally, the Dutch company began to make small farms available to independent farmers along the Hudson River. This move led to an increase in settlers.

c. The governor's decision to lay a tax on the use of the port discouraged trade through the New York Harbor. Other ports grew much more rapidly than New York in part because of such restrictions and in part because of the greater numbers of settlers in the surrounding areas.

4. The Dutch left many influences upon the colony.

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potheses.

Ask: If you had been a European and wanted to come to this country, would you have wanted to come to New Amsterdam and the Hudson River Valley? Why or why not?

Tell the class about the taxes which one of the governors put on the use of the port. Ask: Why do you think he decided to demand such taxes? What effect do you think the taxes would have upon people wishing to trade with the colonists?

22. Help the students develop an understanding of the Dutch area in New York by reading "The Legend of Sleepy Hollow" or a biography of Peter Stuyvesant, governor of New York. The Legend has some excellent descriptions of Dutch farm buildings. A biography of Stuyvesant will give a picture of life in New Amsterdam and New Netherlands at the time of the surrender to the English.

Irving, Legend of S
Biography of Peter
Crouse and Crouse,
Chs. 9-10.

23. Show the filmstrip Life in New Amsterdam. Have pupils note ways in which aspects of Dutch culture are obvious. Ask: What things do you see in the filmstrip which indicated that this colony was settled by the Dutch rather than the English? Tell the class that the English seized the colony from the Dutch in 1664 and that many Englishmen and people from other countries came there to settle. Ask: Would you expect all of the Dutch influences to disappear? Why or why not?

Filmstrip: Life in

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Filmstrip: Life in New Amsterdam, EBF.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. When people are in contact with each other, they tend to borrow cultural traits.

a. Many Dutch house styles can still be seen.

b. The Dutch brought to America the idea of Sa

c. The Dutch introduced the idea of ice skatin

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

d. A number of small villages were established fort. One was Haerlem and another on Long I Breucelen.

e. Today there are still many living in New Yor trace their ancestry to the Dutch. Such nam and Roosevelt are examples.

G. Urban problems generally increase in proportion to the increase in density of population at a particular site.

G. The greater the population density, the greater the need for more laws.

C. As the town grew, it began to have problems of k streets clean and safe.

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d. A number of small villages were established outside the fort. One was Haerlem and another on Long Island named Breucelen.

e. Today there are still many living in New York City who can trace their ancestry to the Dutch. Such names as Van Buren and Roosevelt are examples.

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r the need for more laws.

C. As the town grew, it began to have problems of keeping the streets clean and safe.

19

24. Have several pupils check books to find other possible Dutch influences which remained and spread to other parts of the U.S.

e.g. See Wainger and
New York State. Ded
Your People and Mine

25. Tell pupils about the Dutch villages of Haerlem and Breucelen. See if your students can recognize them on a present metropolitan map of New York City. Ask: Why do you think some ot the Dutch moved to these places?

26. Obtain a New York City telephone directory and make copies of several pages. Give pupils some basic hints as to the structure of Dutch names. Then let them try to find examples in the directory. Look especially for the "van's". Compare them to the "Johnson's" in the Minneapolis directory.

New York Telephone Di
Most public libraries

27. Tell the class that they are about to read a description of New York in 1789 but some of the same problems had begun to develop before England took over the colony. Now have them read Earle's account of how streets were kept clean in 1701 and about rules about carriages and horses within the city at that time. Discuss: Why did the townspeople have to set up such rules when in earlier years they had not been needed?

"Selected Readings on

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e.g. See Wainger and Oagley, New York State, Dederick, et. Your People and Mine, pp. 94-9.

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"Selected Readings on New York City"

S. Draws inferences by comparing different map patterns of the same area.

IV. We look at New York City in the late 18th century, 1789 after the colonies had won their freedom from established a new government.

A. By 1789 New York City had expanded its boundari had developed a much more thriving ocean trade, a large fishing industry, had developed a numbe businesses.

S. Gains information by studying pictures.

S. Generalizes from data.
G. People in most societies of the world depend upon people who live in other communities, regions, and countries for goods and services and for markets for their goods.

rences by comparing
ap patterns of the

IV. We look at New York City in the late 18th century, particularly in 1789 after the colonies had won their freedom from England and established a new government.

A. By 1789 New York City had expanded its boundaries on Manhattan, had developed a much more thriving ocean trade, had developed a large fishing industry, had developed a number of stores and businesses.

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mmunities, regions, and
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28. Tell the class that they are now going to jump from the days of New Amsterdam over 100 years and look at how people lived in New York just before and after the American Revolution.

Show the class a map of New York City in the late 18th century. Have pupils compare it once more with the map of the mid 17th century. Ask: How had the city changed by now? (How had the boundaries changed? What other signs do you see of changes? Note the many ship yards and markets, churches, etc.) What does the map suggest about how the northern part of Manhattan was used at this time?

Gottman, Megalopolis, century). Freedgood, p. 32.

Perhaps compare the late 18th century map with one of New York in 1766-1767. Ask: What differences do you note? What changes have been important in just the few years which have passed?

Wertenbacker, Father K after p. 14.

29. You may wish to show pictures of Broad Street and Wall Street in the late 18th century. Ask: How had the town changed since the 1600's?

Wertenbacker, Father K after pp. 158, 238.

30. Perhaps show a picture of New York Harbor in 1793. What kind of shipping was still used? What does this picture illustrate about the size of New York at the time.

Wertenbacker, Father K after p. 238.

31. Have pupils read Peter Kalm's description of New York in 1748. Ask: What reasons can you find in this reading to help explain why the New York City of 1790 was much larger than that of 1660? What similarities do you see to life in 1660?

"Selected Readings on

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Gottman, Megalopolis, fig. 31 (late 18th century). Freedgood, Gateway States, p. 32.

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"Selected Readings on New York City."

S. Applies previously learned concepts and generalizations to new data.

G. People in different societies differ as to what they think good and bad --what they value.

G. Otherthings being equal, more people wish to obtain the largest income possible in order to get the largest amount of desired goods and services as possible.

S. Tests hypotheses against data.

G. Population is distributed unevenly over the earth's surface.

G. Cities are likely to grow if they perform functions which are needed by the surrounding community or for a larger functional region.

B. New York City was the second largest city in
it was surpassed by Philadelphia; the state c
only fifth in population. A number of factor
for the comparatively slow growth of the city
potential.

1. The rich merchants of New York City tried
prestige by buying and operating large lar
as that of the Van Rennesselaer estate. S
obtain land of their own in other states.
the Hudson River Valley remained much less
Pennsylvania and some of the other colonie

2. The British Proclamation Line of 1763 kep
of Western New York.

B. New York City was the second largest city in the country, but it was surpassed by Philadelphia; the state of New York ranked only fifth in population. A number of factors help account for the comparatively slow growth of the city in terms of its potential.

1. The rich merchants of New York City tried to obtain greater prestige by buying and operating large landed estates such as that of the Van Rennesselaer estate. Settlers could obtain land of their own in other states. Consequently, the Hudson River Valley remained much less populated than Pennsylvania and some of the other colonies.

2. The British Proclamation Line of 1763 kept settlers out of Western New York.

32. Tell the class that much of the land in eastern New York in 1789 was in the hands of very large landowners. Remind them of the early poltroon system and of its failure except in the case of Van Rennesselaer. Ask: Why do you think the rest of the land in this area came under the control of larger landowners after the English took over the colony, by the time of the American Revolution?

Now read the pupils a brief description of how those who became rich as merchants in New York City decide to buy up large areas of land because of the prestige value. Also describe the way in which the land was farmed. Ask: What effect do you think this land-holding system would have upon the growth of population in New York as compared with some other colonies? Also ask: Do you think more rich city businessmen today would buy up land for large farms? Why or why not?

Freedgood, The Gateway States.

33. Have pupils check their guesses against a population map of this country in 1790. and to locate and compare population figures for New York City and other Northeastern cities and for New York State and the other largest states. Ask: How did the state of New York compare in population with the other states? How did the city of New York compare with Philadelphia? Why do you think New York City had become the largest city even though New York State as a whole still lagged behind four other states in population?

Gottman, Megalopolis, p. 115.

"Student Almanac"

34. Tell the pupils about the British Proclamation line of 1763. (Point out the line on the map.) Ask: How would such a policy have slowed down growth in New York? How would a change in this policy after the Revolution be likely to cause New York City to grow?

G. Inland water routes provide cheaper transportation for heavy goods than do other types of transportation.
G. The significance of location depends upon cultural developments both within and outside of the immediate area.
G. A change in situation brings about a corresponding change in the use of a site.

G. The significance of location depends upon cultural development both within and outside of the immediate area.
G. Inland water routes provide cheaper transportation for heavy goods than do other types of transportation.

3. Generalizes from data.

G. People perceive things in terms of their culture and total life experiences.

3. New York City thus did not have a large serve in the region to which it had acce River and Mohawk Valley.

4. English laws concerning manufacturing ha development of a number of industries i colonies; consequently, there were stil manufacturing enterprises in New York C even though England had been developing for the last 30 years.

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3. New York City thus did not have a large population to serve in the region to which it had access by the Hudson River and Mohawk Valley.

4. English laws concerning manufacturing had limited the development of a number of industries in all of the colonies; consequently, there were still not many manufacturing enterprises in New York City in 1789, even though England had been developing many of them for the last 30 years.

5. With independence and the end of the war, New York had the opportunity for greater growth.

6. New York was now connected to other large cities by roads, although by our standards the roads were very poor and means of land transportation uncomfortable and slow.

35. Explain the English laws of the time about manufacturing and handicrafts. Then read aloud a passage describing the early handicrafts of New York City and how New York iron was shipped to England, made into iron products and shipped back to New York. Ask: During the revolution and after independence, what would you expect to have happened to the way in which people used the area in the state of New York?

36. Have pupils read Monaghan's description of New York City in 1789. Discuss: How had the city changed since 1660? What might explain these changes? What things in this description remind you of New Amsterdam? What indications are there that the city is growing rapidly at this time? What new industries are there that were not there in the 1660's? How does the city still differ from your picture of a large city in this country?

"Selected Readings on

37. Have pupils read the descriptions of a trip from Boston to New York in 1789 and of New York hotels in 1789. Ask: How had transportation changed since the 1660's?

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"Selected Readings on New York City"

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"Selected Readings on New York City"

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Generalizes from data.

G. Man changes the character of the earth.

V. We look at New York City in the period from 1830 t

A. By 1830 the population of New York City was abo what it had been in 1789; its fastest growth ca and the opening of the Erie Canal.

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V. We look at New York City in the period from 1830 to 1850.

A. By 1830 the population of New York City was about four times what it had been in 1789; its fastest growth came after 1820 and the opening of the Erie Canal.

1. New York City grew rapidly from 1789 to 1820, but it did not increase its lead over the other major northeastern ports to any great extent.

Why would there still be little travel by land between the different cities on the coast? How did the travel time between Boston and New York in 1789 compare with that today? (Have a pupil check a map to find out how far distance is by auto and estimate the travel time by auto. Have another pupil check railroad time-tables. Have still another check on air travel time.)

38. Tell the class that they are now going to jump another 40 years and look at how people lived in New York City in the period from 1830 to 1850.

Show the class a population density map of the Northeast in 1850, and have pupils look up population figures for New York City for 1790, 1800, 1810, 1820, and 1830. Ask: How much had New York grown between 1790 and 1830? Did it grow faster in the period from 1790 to 1800 or from the period of 1820 to 1830?

Gottman, Megolopolis

"Student Almanac"

Have pupils look up population figures from 1790 to 1830 for Boston, Philadelphia, and Baltimore. Ask: In which of the ten year periods between censuses did New York City take the greatest lead over the other cities in population?

"Student Almanac"

Now have pupils look up and compare the population of the following states in 1790 and 1830: New York, Pennsylvania, Virginia, Massachusetts, and South Carolina. What had happened to New York's rank in population by 1830?

"Student Almanac"

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Gottman, Megolopolis, p. 145 (map)

"Student Almanac"

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G. The significance of location depends upon cultural developments both within and outside an area.
S. Sets up hypotheses.

2. The opening up of lands west of the Appalach attracted many settlers; the Mohawk Valley good route to the west, although travel by portaging around rapids.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Man changes the character of the earth.
S. Draws inferences from maps.

3. The opening up of the Erie Canal in 1825 ma cheaper for farmers in the west to transpor manufactured goods from the east and their New York City. Thus the canal stimulated t of New York City both as a port and as a ma center.

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2. The opening up of lands west of the Appalachian Mountains attracted many settlers; the Mohawk Valley provided a good route to the west, although travel by boat required portaging around rapids.

3. The opening up of the Erie Canal in 1825 made it much cheaper for farmers in the west to transport both manufactured goods from the east and their own crops to New York City. Thus the canal stimulated the growth of New York City both as a port and as a manufacturing center.

39. Remind the class that after independence, the lands west of the mountains had been opened up for settlers. Review the advantages which New York had as a port because of its routes to the West. Ask: Would this advantage have made any difference if more people, including Europeans had not wanted to settle in the West? Why or why not?

    Say: Let's look at the Mohawk Valley a little more carefully. Show pupils the diagram in Freedgood showing the change in elevation from Albany to Lake Erie. Ask: Why would it be difficult to use the Mohawk River for river transportation? How do you think the Valley may have been used?

    Freedgood, The Gateway S

40. Read aloud or have pupils read the description of how Porter and his party traveled by boat up the Mohawk River in 1789 and 1790 and the description of the land road along the Mohawk.

    Wainger and Oagley, Expl State.

    Show a picture of the portage around falls on the Mohawk River at Schenectady.

    Filmstrip: The Colonial York State, frame 12.

    Ask: If you had been the governor or a member of the New York State Legislature in the early 1800's, what would you have done to improve transportation through the Mohawk Valley?

41. Have a pupil give illustrated reports on the building of the Erie Canal. He should trace its course on a physical map of New York State, and he should show pictures of how the boats were transported on the canal.

    For pictures, see filmst State, Geographic Featur State, Part I., Eygate,

    Discuss: Why do you think the canal was constructed to Lake Erie rather than to Lake Ontario which was closer? (If necessary, point out Niagra Falls on the map and show pupils a picture of the falls.)

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Filmstrip: The Colonial Period, New York State, frame 12.

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a picture of the falls.)

G. When good physical features of site are combined with adequate transportation connections to the hinterland, an important port city can be developed.

G. Improved transportation facilities make possible wider and bigger markets as well as better and less costly access to resources.

G. The significance of location depends upon cultural developments both within and outside of an area.

G. A change in situation brings about a corresponding change in the use of a site.

G. Man changes the character of the earth.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Improved transportation facilities make possible wider and bigger markets as well as better and less costly access to resources.

S. Sets up hypotheses.

4. New York City also benefited from other trans
velopments such as the building of turnpikes
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the invention of the steam railroad, and the
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Liverpool by the Black Ball Line.

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4. New York City also benefited from other transportation developments such as the building of turnpikes, the invention of the steamboat which could be used on the Hudson River, the invention of the steam railroad, and the development of a regular transportation service between New York and Liverpool by the Black Ball Line.

5. Many people from Europe began to hear about new opportunities in America. They came to New York first. Some continued to the new lands of the West, but others stayed in New York and began to work there. Most of the immigrants between 1820 and 1840 were from England, France, and Germany.

42. Have pupils use their "Student Almanac" to look up the time and cost per ton of transporting goods from Buffalo to New York before the Erie Canal was opened as compared to the cost of corn, wheat and oats in New York City.

"Student Almanac"

Now have pupils look at a wall map of the United States. Ask: If you had been a farmer in Ohio before the canal was opened, how would you have taken your crops to market? How would people have brought manufactured goods which you needed back to your home? How would you have shipped goods after the canal was built? Why would the canal have helped bring about a great growth in population in New York City?

Physical-political map of the U.S.

43. Have several pupils investigate other transportation developments between 1815 and 1840 which improved New York City's connections with other places in New York State and the country and with Europe. For example, one pupil might investigate the development of turnpikes, one the use of steamboats on the Hudson River, one the development of railroads in the state, and one the development of a trans-Atlantic sea service to Liverpool. These pupils might present their information to the class in a variety of ways. For example, they might prepare a bulletin board display with maps and drawings to illustrate the developments.

44. Have pupils look once again at the population figures for New York City. Ask: What problems do you think would arise in the city because of this great increase in population after 1820? Where do you think the people came from to provide this growth?

"Student Almanac"

S. Tests hypotheses against data.

G. Urban problems generally increase in proportion to the increase in density of population at a particular site.

G. An important change in one aspect of a people's culture will result in change of other aspects of their culture.

G. Every culture must provide for the elementary biological requirements of man.

6. The rapid growth of New York City brought the urban problems such as slums, unsanitary cond lack of enough good water, traffic jams, incr danger, etc.

S. Tests hypotheses against data.

G. Urban problems generally increase in proportion to the increase in density of population at a particular site.

6. The rapid growth of New York City brought the growth of urban problems such as slums, unsanitary conditions, lack of enough good water, traffic jams, increased fire danger, etc.

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Show pupils pictures of immigrants landing in New York in the 1830's and 1840's. Ask: Would all of these immigrants be likely to stay in New York City? Why not? Why might some stay? If you had been an Irishman landing in New York City and planning to live there, where would you have tried to find a place to live? What effects do you think the immigrants might have upon housing in New York City?

45. Have pupils read Griscom's Report on sanitary conditions in 1845 and the state report on housing conditions in 1857. Discuss: Do these accounts support your guesses about possible effects of the increase in population?

"Selected Readings on N

46. Read aloud or have children read excerpts from the 1837 description of New York City by Asa Green. Discuss: Does the author provide any data to support your guesses about the types of problems which would arise because of the great increase in population?

"Selected Readings on N

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"Selected Readings on New York City"

G. An important change in one aspect of a people's culture will result in change of other aspects of their culture.

G. Every culture must provide for the elementary biological requirements of man.

G. Governments provide many services which people cannot provide for themselves.

S. Compares areas with known areas.

VI. We look at New York City in the period from 195

A. New York City alone has a population of abou people in an area of over 300 square miles. area combined has over 12 million people.

1. When so many people live and work in a li becomes necessary to begin building upwar York skyscraper has been the result.

S. Gains information by studying pictures.

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VI. We look at New York City in the period from 1950 until today.

A. New York City alone has a population of about 8 million people in an area of over 300 square miles. The metropolitan area combined has over 12 million people.

1. When so many people live and work in a limited area, it becomes necessary to begin building upward. The New York skyscraper has been the result.

rmation by studying

47. Tell the class that they are now going to jump another 100 years and look at New York City today and in the very recent past.

    Point out that New York City covers an area of over 300 square miles. Have pupils draw a square representing this area on a map of his own state, with his own town at the center. Ask: If New York City were located here, what area would it include?

48. Show pupils aerial photos of New York today and photos from the top of the Empire State Building. What do these pictures illustrate about what has happened to the city? How does the city compare with that of the 1660's? 1789? 1850? How have the people tried to solve the problem of little space and a rapidly growing population and business activity? Why would the rock base of the area be helpful for building skyscrapers?

For photos from Empire S
see Freedgood, Gateway S
National Geog., July, 19
For aerial views, see Fi
York, Our Great Metropol
frame 24.

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For photos from Empire State Building, see Freedgood, Gateway States, pp. 8-9, National Geog., July, 1964, pp. 52-55. For aerial views, see Filmstrip· New York, Our Great Metropolis, Eyegate, frame 24.

S. Applies previously learned concepts and generalizations to new data.

S. Sets up hypotheses.

G. Population is distributed unevenly over the earth's surface.

G. Large cities are characterized by a large number of people per square mile.

2. Many more people work on Manhattan Island
the island; a majority of the city's worke
surrounding suburbs, with the built-up are
each year.

S. Draws inferences from a comparison of different map patterns of the same area.

G. Population is distributed unevenly over the earth's surface.

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2. Many more people work on Manhattan Island than live on the island; a majority of the city's workers live in surrounding suburbs, with the built-up area expanding each year.

Ask: Could all of the people who work in these buildings live on Manhattan? Where might they live? Give pupils figures on the number of people living on Manhattan and/or New York City as a whole and the numbers working there. Discuss: What problems would this create? (Make a list of possible problems for checking.) Also compare the city's population (of dwellers) with those in the pupil's own state.

49. Show the class a population density map of New York City and its outer ring area. Have pupils identify the density on Manhattan Island. How does the population per square mile on Manhattan compare with the total population of the city in 1789? in 1914? How does the population per square mile compare with the total population of the children's own town? with the population of the closest large city?

Hall, The World Cit

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Hall, The World Cities, p. 190.

S. Interprets map symbols in terms of the map legend.
S. Applies previously-learned concepts and generalizations to new data.

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G. A change in situation brings about a corresponding change in the use of a site.

S. Gains information by studying pictures.
G. An important change in one aspect of a people's culture will result in changes in other aspects of their culture.
G. Man changes the face of the earth.
G. Political boundaries are man-made and frequently do not follow any natural physical boundaries.

50. Show pupils a map of the percentage of all dwellings which were one-dwelling, detached structures in 1950. Have pupils study the map legend before trying to read the map. Ask: What proportion of the dwellings on Manhattan were single houses? What proportion of those on the northeastern part of Long Island? Why would there be more on the northeastern part of Long Island than on Manhattan?

Gottman, Megalopol

51. Show a map of population change from 1950 to 1960 in the New York City metropolitan area. Again have pupils study the map legend carefully before trying to read the map.

Hall, The World Cit

52. Have pupils look at a series of pictures which illustrate the expanding suburban area around New York City and the growth of exurbia in the Northeast. Perhaps show the pictures from Freedgood showing a trip to New York City from the rural fringe into the city's center and then show pictures to illustrate changes in some of the areas which were formerly rural and now completely built up for residential use. Ask: How have those who work in New York City spread out into other states? Why? What does this growth of the metropolitan area of New York City indicate about political boundaries?

Freedgood, Gateway

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Gottman, Megalopolis, p. 430.

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Hall, The World Cities, p. 210.

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Freedgood, Gateway States, pp. 17-27.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Sets up hypotheses.

S. Gains information by studying pictures.

S. Draws inferences from maps.

S. Tests hypotheses against data.

S. Generalizes from data.

S. Interprets map symbols in terms of map legend.

S. Sets up hypotheses.

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B. The large population, both in terms of city dwe workers, has created a number of problems.

1. Transportation problems are serious and becc anything happens to the subways or other key portation within and to the city.

B. The large population, both in terms of city dwellers and city-workers, has created a number of problems.

1. Transportation problems are serious and become acute if anything happens to the subways or other key types of transportation within and to the city.

53. Show pupils a map of the core and ring areas of New York City. Then ask: How do you think the many workers in New York City get there from their homes in the ring areas? What types of transportation do you think would be used the most? Why?
Have pupils check their guesses against a graph showing the proportion of people in ring areas who get to the city by car, railway, and bus. Ask: Why do you think so many use railroads rather than their own autos or buses?

Hall, The World Cities,

54. Have pupils look at a map showing all of the bridges and tunnels from Manhattan to the mainland. Also show them pictures of such bridges and tunnels. Discuss: How was the location of the town on Manhattan of use in the early days of New Amsterdam? Why does it create more problems today? How does this data help explain the heavy use of trains by those workers who live outside of the city? Is the position of the central part of the city more of a liability or an advantage today? (Be sure to remind pupils of longer harbor line if they forget this factor as they analyze this question.)

Freedgood, Gateway State
Filmstrip: New York, Ou
Metropolis, Eyegate, Fra

55. Show a map of auto ownership in the area around New York City. Have pupils study map legend before reading it. Ask: Why do you think such a small proportion of the people own autos on Manhattan and in the immediate area of New York City?

Hall, The World Cities,

56. Show pictures of traffic jams on narrow streets of parts of Manhattan. Ask: What might be done to move the people around the city rapidly? Have a pupil give an illustrated report on the subway system.

For pictures of traffic
New York, N.Y., pp. 18,
McGuigan, Geog. of the

a map of the core and ring areas of New York
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Freedgood, Gateway States, p. 64.
Filmstrip: New York, Our Great Metropolis, Eyegate, Frames 2-4.

auto ownership in the area around New York
upils study map legend before reading it.
ou think such a small proportion of the
tos on Manhattan and in the immediate area
ity?

Hall, The World Cities, p. 211.

of traffic jams on narrow streets of parts
Ask: What might be done to move the people
y rapidly? Have a pupil give an illustrated
subway system.

For pictures of traffic jams, see McDarrah, New York, N.Y., pp. 18, 21; Borchert and McGuigan, Geog. of the New World, p. 63.

S. Gains information by studying diagrams.

S. Generalizes from data.

S. Sets up hypotheses.
S. Tests hypotheses against data.
G. Specialization of individuals and regions makes for inter-dependence.

S. Generalizes from data.
G. A place needs cheap and rapid transportation.

S. Sets up hypotheses.
S. Tests hypotheses against data.
G. Specialization of individuals and regions makes for inter-dependence.

2. The city is crippled if anything happens to its electrical supply.

S. Generalizes from data.

57. Show the class the cutaway diagram showing the underground network of facilities on Manhattan Island. Discuss: Would you find all of these things underground in the Twin Cities (or some closeby city)? Why or why not? Would all cities find it equally easy to build underground subways and railroads? Why or why not? (Relate to rock base in New York).

Freedgood, Gateway State

58. Ask: What do you think would happen in New York City if those who operate the subways were to go out on strike?

e.g. Life, Jan. 21, 1966

Have pupils look at pictures from old magazines to illustrate the problems which arose during the transport strike in New York City in 1966.

59. Have pupils make suggestions about possible ways of providing better and more transportation to the growing outlying areas and within New York City. Discuss: What would happen to New York in the future if more transportation cannot be provided?

60. Tell the class that there are 102 floors on the Empire State Building. What kinds of technological developments were needed before such a building was constructed? What invention was necessary before people would be willing to rent office space at the top floors? What would happen if electricity were to go off in such a building? How else would the failure of electricity affect the city? Have the class look at pictures of what happened in the Great Blackout.

Rosenthal and Gelb, The Went Out.

Life, Nov. 19, 1965.

61. Discuss: Are New York City people more or less dependent upon people in other families and communities today than people were in 1789? in 1850? Why? What advantages are there today which may offset some of the disadvantages of this growing interdependence?

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cilities on Manhattan Island. Discuss: Would
.f these things underground in the Twin Cities
eby city)? Why or why not? Would all cities
ly easy to build underground subways and rail-
r why not? (Relate to rock base in New York).

Freedgood, Gateway States, p. 78.

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er families and communities today than people were
1850? Why? What advantages are there today which
me of the disadvantages of this growing inter-

Rosenthal and Gelb, The Night the Lights Went Out.

Life, Nov. 19, 1965.

S. Sets up hypotheses.
G. Urban problems generally increase in proportion to the increase in density of population at a particular site.

3. The city has faced water shortages in times though it brings water from hundreds of mile

G. Every culture must provide for the elementary biological requirements.
G. Man changes the character of the earth.
S. Gains information by studying pictures.
G. Every culture must provide for the elementary biological requirements.

4. The city has a growing air pollution problem

S. Interprets map symbols in terms of map legend.
S. Sets up hypotheses.

5. As the wealthier people move to the suburbs, poorer people, the city is faced with seriou poverty.

S. Sets up hypotheses.
G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

C. Because of the world-wide transportation links, has become the center for many businesses and i cluding shipping and other transportation compa

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e's skills, etc.

3. The city has faced water shortages in times of drought even though it brings water from hundreds of miles away.

4. The city has a growing air pollution problem.

5. As the wealthier people move to the suburbs, leaving the poorer people, the city is faced with serious problems of poverty.

C. Because of the world-wide transportation links, New York City has become the center for many businesses and industries, including shipping and other transportation companies.

62. Ask: What other problems which existed in New York in the period from 1830 to 1850 might be greater today? Can you think of any new types of problems which might have been created as the city expanded? Have pupils investigate some of the suggested problems. If they do not suggest problems of water supply as a continuing problem or air pollution as a new problem, you may wish to do the following:

    a. Show pupils a map of the sources of New York City's water supply. Why does the city have to bring water such distances when it is on a large river? — Jennings, Northeast, p. 132.

    b. Show pupils a picture illustrating the pollution from smoke stacks in New York City. Ask: Why would this smoke create a problem? What else contributes to polluted air in a city such as New York? — Jennings, Northeast, p. 210.

63. Show pupils a map of the percentage of families with incomes under $3,000 in New York City and its ring areas. Ask: Where do the largest number of poor families live? Why? What problems does this create for the city of New York? — Hall, The World Cities, p. 191.

64. Remind pupils of all of the tall buildings which they saw earlier. Ask: What kinds of businesses do you think would be carried on in these buildings? (If necessary, remind pupils of the large population in the city and surrounding area and of the important harbor. How might the population and the harbor affect the kinds of businesses which would wish to be located on Manhattan Island even though rents might be high?)

G. The growth of factories and businesses in a town attract people, stores, etc. which in turn make the area more attractive to new factories and businesses and also stimulate the growth of old ones.

1. Although New York City has a larger number engaged in manufacturing than the surround has a smaller percentage of its employees ufacturing. Many of them are employed in of financial and service businesses.

S. Draws inferences by comparing different map patterns of the same area.

S. Applies previously-learned concepts and generalizations to new data.

G. The people who live in one community depend upon each other for different goods and services and for markets for their goods.

G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

a. New York has many retail stores to serv live and work in New York City; it also sale stores to service retail stores in the metropolitan area.

S. Gains information by studying diagrams.

b. New York has many o ds of bus providing services, ding transport

factories and businesses in a town
, stores, etc. which in turn
more attractive to new factories
and also stimulate the growth

es by comparing different
f the same area.

1. Although New York City has a larger number of employees engaged in manufacturing than the surrounding areas, it has a smaller percentage of its employees engage in manufacturing. Many of them are employed in various kinds of financial and service businesses.

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an be produced better in one
another because of climate,
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ess to markets, people's skills, etc.

ion by studying diagrams.

a. New York has many retail stores to serve the people who live and work in New York City; it also has many wholesale stores to service retail stores in the city and the metropolitan area.

b. New York has many of [illegible]ds of businesses engaged providing services, including transportation services.

65. Show pupils a map of the labor force employed in manufacturing in 1950 in the New York area. Ask: How does this percent in New York City compare with that in outer areas? How can you explain the fact that the largest city in the world has a smaller per cent of its total labor force in manufacturing than some of the other cities of the eastern seaboard?

    Now have pupils examine a map showing the number of employees in manufacturing in New York and the surrounding northeastern area. Ask: How does New York City compare in total numbers of people engaged in manufacturing with some of the other large cities? How can you explain these large numbers with the relatively low percentage of employees engaged in manufacturing? What other occupations and businesses would you expect to find in large numbers in New York City?

    Gottman, Meg[illegible]opolis,

66. Show pictures of some of the important retail stores and restaurants. Ask: Why would you expect to find so many stores such as these? What other kinds of services would you expect to find provided in such a large city? What kinds of business companies would be set up to help retail stores? Why might they be located in New York City rather than in the suburbs?

    Filmstrip: New York, Great Metropolis, Eyc
    McDarrah, New York, N.

67. Show pupils the chart in Freedgood which indicates the many offices and other uses of the Pan American Building over the tracks of the Grand Central terminal station. Discuss: What does this list of uses of the building indicate about the kinds of business firms which are important in New York City?

    Freedgood, Gateway Sta

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Gottman, Megalopolis, pp. 454, 457.

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Filmstrip: New York, New York, Cur Great Metropolis, Eyegate, frame 22.
McDarrah, New York, N.Y., scattered pages.

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Freedgood, Gateway States, p. 79.

S. Interprets map symbols in terms of map legend.

G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

c. New York City is the financial capital of
1) Ninety-five per cent of the nation's op
securities are handled in New York City
2) The city has some of the largest banks
country , and these banks provide many
for banks around the country.
3) Some of the largest insurance firms in
have their headquarters in New York Cit

2. Most of the factories on the Manhattan Island
because of the cost of real-estate; somewhat
factories are found in outer boroughs of the

S. Generalizes from data.

a) Printing and publishing is a big busine
City. This business was listed as the
important industry as early as 1860. T
number of the companies are moving to s
of the metropolitan area.

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c. New York City is the financial capital of the world.
   1) Ninety-five per cent of the nation's operation in securities are handled in New York City.
   2) The city has some of the largest banks in the country , and these banks provide many services for banks around the country.
   3) Some of the largest insurance firms in the country have their headquarters in New York City.

2. Most of the factories on the Manhattan Island are small, because of the cost of real-estate; somewhat larger factories are found in outer boroughs of the city.

data.

a) Printing and publishing is a big business in New York City. This business was listed as the third most important industry as early as 1860. Today, a number of the companies are moving to suburban parts of the metropolitan area.

68. Have pupils examine a map showing receipts from selected service trades in New York City and in the other large cities of the megolopolis on the Atlantic coast. Ask: How does New York City compare with the other cities?

Gottman, Megolopolis,

69. Show pictures of some ot the other important service industries, such as handling securities, some of the important manufacturing industries on Manhattan Island, such as garment and publishing plants, and some of the smaller shops and factories such as shoe factories and bakeries, etc. Ask: Why do you think such businesses would grow up on Manhattan Island?

Filmstrips: New York: Famous Industries, Pt. frames, 2-6.
New York, Our Great Me frame 19.
Nat'l. Geog., July, 19

70. Have pupils meet in groups to organize three different companies: a clothing company, a printing company, and a banking corporation. Have each group prepare a report to the class on how it could take advantage of its location in New York City.

71. To point out the concentration of certain industries in New York City, use as an example the printing industry. Let each student select a book from the library which has an extensive bibliography. Ask them to count the number of publishers with a New York address. Tabulate the results on the blackboard and help them to find the percentage of the total. Also count the number of addresses for other parts of the metropolitan area of New York City.

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e total. Also count the number of addresses
of the metropolitan area of New York City.

Gottman, Megolopolis, p. 513.

Filmstrips: New York: Important and Famous Industries, Pt. I, Eyegate, frames, 2-6.
New York, Our Great Metropolis, Eyegate, frame 19.
Nat'l. Geog., July, 1964, p. 82.

G. Other things being equal, the price of a good (eg. land) rises when the good is in short supply as compared to the demand for the good.

3. Applies previously learned concepts and generalizations to new data.

G. Location of production is influenced by costs of the land needed for a factory or business.

G. Firms compete with each other in many ways; this competition affects how things are produced.

G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, etc.

2) About three-fourths of the nation's women and one-third of men's clothes are made

3. In the New York metropolitan area, there is an i chemical industry which produces such items as a ammonia, soda, and potash. Petroleum is refined provide gas for the many vehicles used in the met area. However, the factories needed to make mos goods require so much space that they have been across the river from Manhattan in less crowded land areas.

4. An important educational and cultural center has The Broadway plays and the T.V. and radio progra in New York are known throughout the nation.

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2) About three-fourths of the nation's women's clothes and one-third of men's clothes are made here.

3. In the New York metropolitan area, there is an important chemical industry which produces such items as acids, ammonia, soda, and potash. Petroleum is refined in order to provide gas for the many vehicles used in the metropolitan area. However, the factories needed to make most of these goods require so much space that they have been built across the river from Manhattan in less crowded and cheaper land areas.

4. An important educational and cultural center has developed. The Broadway plays and the T.V. and radio programs originating in New York are known throughout the nation.

72. Have a student check Whittemore's description of the New York City garment factories to find out how they differ from heavy industry. Ask: Why do you think Manhattan has such small factories and not large factory buildings?

Whittemore, et. al., L
Latin Am., pp. 261-262

73. Perhaps show pictures of some of the larger factories which have been built close to New York City in the metropolitan area but in sections where real estate values are not so high as on Manhattan. Ask: Why do you think these factories were not built on Manhattan Island? Why were they built so close to Manhattan?

For picture of a refin
and McGuigan, Geog. of
p. 63.

Geography textbooks.

Perhaps have pupils read descriptions of the many industries and occupations which have grown up in New York City and the metropolitan area.

74. Several pupils may wish to investigate and report on important entertainment industries and occupations in New York City such as the radio and television broadcasting companies, the Broadway playhouses, etc. Ask: Why do you think the businesses grew up here and not in some other part of the country?

nt chec Whittemore description of the
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s such small factories and not large factory

Whittemore, et. al., U.S., Car Latin Am., pp. 261-262.

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ot so high as on Manhattan. Ask: Why do
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For picture of a refinery, see Borchert and McGuigan, Geog. of the New World, p. 63.

Geography textbooks.

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nd occupations which have grown up in
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tertainment industries and occupations in
y such as the radio and television broad-
anies, the Broadway playhouses, etc. Ask:
nink the businesses grew up here and not
r part of the country?

9. Generalizes from data.

G. People in most societies of the world depend upon people who live in other communities, regions, and countries for goods and services and for markets for their goods.

G. Improved transportation facilities make possible wider and bigger markets as well as better and less costly access to resources.

G. A place needs cheap and rapid transportation in order to carry on much trade with other places.

G. Factories must have some form of power to run machinery.

G. Since coal is very bulky and so costly to transport except by water, most

5. The most important part of New York City is harbor and water front. At least one out of persons gainfully employed still earns his l directly or indirectly from shipping or rela prises.

a. Many companies have developed their own p shipping their goods to markets or import products.

b. New York imports oil for cars and coal for electricity to operate its factories.

c. Water and railroad transportation routes h linked.

s from data.

5. The most important part of New York City is still the harbor and water front. At least one out of every ten persons gainfully employed still earns his living either directly or indirectly from shipping or related enterprises.

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n machinery.

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t except by water, most

c. Water and railroad transportation routes have been linked.

75. Show pupils various pictures of the New York harbor today. Have them compare these with pictures of earlier New York. Ask: What changes do you note?

McNeer, Hudson, pp. 8
Freedgood, Gateway St
Nat'l. Geog., July, 19

76. Show pupils the graphic view of the New York harbor and its docks in Freedgood. Have them pick out the companies which have their own piers along the harbor. Why might such companies want their own piers? Have pupils pick out railroad yards along the harbor. Why are they important?

Freedgood, Gateway St

77. Read aloud or have pupils read Borchert and McGuigan's description of a boat trip around the New York harbor. Show the class the picture in this book which shows freight cars on ferries. Ask: Why is it so important to be able to have good railroad connections with the harbor facilities? Why is it important for New York to be able to move in coal by water?

rious pictures of the New York harbor today.
are these with pictures of earlier New York.
nges do you note?

McNeer, Hudson, pp. 86, 88;
Freedgood, Gateway States, pp. 67, 70-75;
Nat'l. Geog., July, 1964, pp. 80-81.

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Freedgood, Gateway States, pp. 68-69.

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. Ask: Why is it so important to be able
ilroad connections with the harbor facil-
it important for New York to be able to
water?

plants which use coal to make electricity are located near the source of coal or in a port city near the place at which the coal is unloaded from boats.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

d. As manufacturing has increased in New Yor imports and exports have changed. Betwee 1850 one-third of the nations imports wer textiles. Today the chief imports at New oil, raw sugar, fruits, coffee, raw rubb gypsum and paper. The chief exports are steel scrap, refined petroleum products, and parts, wheat and flour, and livestock

G. Factories need good transportation facilities, but large cities with many factories and large numbers of people also attract improved transportation facilities.

e. New York is linked to all parts of the U world by an intricate meshing of many ty portation facilities.

use coal to make
re located near the
l or in a port city
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physical environment
is cultural values,
and level of technology.

d. As manufacturing has increased in New York City, its imports and exports have changed. Between 1820 and 1850 one-third of the nations imports were English textiles. Today the chief imports at New York are: oil, raw sugar, fruits, coffee, raw rubber, raw silk, gypsum and paper. The chief exports are iron and steel scrap, refined petroleum products, automobiles and parts, wheat and flour, and livestock feed.

i good transportation
it large cities with
s and large numbers of
ttract improved trans-
ilities.

e. New York is linked to all parts of the U.S. and the world by an intricate meshing of many types of transportation facilities.

78. From this description have pupils list the imports into New York City. Have pupils look for others in other geography textbooks. Ask: What kinds of things did the people of New Amsterdam import? What kinds of things did the people import in the middle of the 18th century? How do the imports of those days compare with those of today? What accounts for the change?

    Have pupils look for items exported through the New York port. Ask: How do these exports compare with those of New Amsterdam and the early English colony? What accounts for the change?

79. Have pupils examine a series of transportation maps (e.g., railroad map of U.S., map of airlines, map of sea traffic, and map of highways in U.S.). How good is New York's transportation ties as compared with other large cities on the Atlantic coast? Do you think these transportation facilities were built to New York City only because of its harbor facilities? Why or why not? Why are they important to New York City?

G. Cities which become big trading centers tend to grow up where there is a break in transportation and to where goods must be moved from one type of transportation to another or from one company's transportation facilities to those of another company.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

VI. The Northeast region of the U.S. is characterized b high population density, many cities (including sea sive industrialization and commercial activity, and vegetable, and fruit farming.

A. The Northeast could be divided into smaller phys because of differences in terrain, climate, and

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VI. The Northeast region of the U.S. is characterized by a relatively high population density, many cities (including seaports), extensive industrialization and commercial activity, and dairy, vegetable, and fruit farming.

A. The Northeast could be divided into smaller physical regions, because of differences in terrain, climate, and soil.

80. As a culminating activity show the film listed in the opposite column. Discuss the findings of the film in the light of what the class has discovered about New York City. Did the physical features of the area determine how people lived in each period studied? Why not?

Film: Influence of G
History on the

81. Say: We are now going to turn to the Northeast region as a whole. We will try to see how New York City and its metropolitan area fits into this region and the extent to which some of the characteristics of the New York City area are characteristic of the region as a whole.

Use a physical-political map of the United States to remind pupils of the states which Borchert and McGuigan include in their region of the Northeast.

ing activity show the film listed in the
mn. Discuss the findings of the film in
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politan area fits into this region and the
ch some of the characteristics of the New
a are characteristic of the region as a

l-political map of the United States to
of the states which Borchert and McGuigan
eir region of the Northeast.

Film: Influence of Geography and History on the Port of New York.

S. Interprets map symbols.

1. Much of the terrain is too steep for growin
but part of the hilly areas can be used for
there are valleys and coastal areas where c
grown.

S. Applies previously learned concepts and generalizations to new data.

2. Glaciated areas frequently have poor soils
however, other areas such as river valleys
good soils.

S. Sets up hypotheses.

3. The region is one of plentiful rainfall for
years, even though occassional years have b
drought and water problems.

S. Draws inferences from a comparison of different map patterns of the same area.

4. The growing season is generally from 4 to 6
although it is longer in some of the southe
parts of the region and less than four mont
of the northern parts of New England.

symbols.

1. Much of the terrain is too steep for growing many crops, but part of the hilly areas can be used for dairying, and there are valleys and coastal areas where crops can be grown.

usly learned
eneralizations

2. Glaciated areas frequently have poor soils and rocky areas; however, other areas such as river valleys frequently have good soils.

eses.

3. The region is one of plentiful rainfall for crops in most years, even though occassional years have been marked by drought and water problems.

es from a
different map
e same area.

4. The growing season is generally from 4 to 6 months, although it is longer in some of the southern coastal parts of the region and less than four months in some of the northern parts of New England.

32. Have pupils study the physical map of the Northeast in some detail. If possible, also have them study a raised relief map. They should identify different types of relief and major river valley areas in the mountainous and hilly sections. Show them pictures to illustrate how the different places they identify actually look.

33. Show pupils a map of the extent of early glaciers in the Northeast. Ask: From what you already know about glaciers, what would you expect to find true of the soil in the northern parts of the Northeast? Why? Then show pupils a picture of rocks in the fields and other ways in which the glaciers affected the area. Ask: How would such factors affect land-use in the area?

Jennings, ed. The Northeast, p. 381

34. Now have pupils compare the physical or relief map with maps of rainfall or moisture, temperature or growing season, natural vegetation, soils, minerals, and population density. Have them set up hypotheses about land use and ways in which people earn livings in different parts of the Northeast. For example, you might begin by asking questions such as the following: Would you expect, on the basis of the physical map. that the land would be used for large-scale farming? Why or why not? What kinds of farming activities could be carried on in different sections of the Northeast, given the different kinds of topography? Would the climate make it possible to carry on such agricultural activities in these places? How would the climate affect what might be grown in relatively flat areas of Maine? Given what you know about New York City

See map used in overview.

S. Tests hypotheses against data.

G. Cities need means of shipping goods in and out; they are likely to grow up where transportation is good, particularly where different types of transportation meet.

G. The significance of location depends upon cultural developments both in and outside of an area.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Today factories tend to locate close to the source of needed raw materials if these materials are perishable or heavier and/or bulkier than their finished product.

G. Some things can be produced better in one place than in another because of climate,

B. The Northeast can be deliniated as a region in pa
its very high population densities and huge metro
as compared with the regions close to it, and by
portion of its people engaged in manufacturing ar
agricultural pursuits.

1. The Northeast is an area of fine seaports.

2. The location of cities is affected by such fea
pose, geographic features, access to transport
ture demands.

3. The Northeast has certain advantages for promo
facturing.

a. It has good transportational facilities by
water.

b. It has large supplies of minerals available

c. It has a highly trained labor force.

d. It has access to a large potential market.

e. It is located on established trade routes.

f. It has a large financial center.

heses against data.

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ries tend to locate close to the
ded raw materials if these ma-
perishable or heavier and/or
their finished product.

an be produced better in one
another because of climate,

B. The Northeast can be deliniated as a region in part because of its very high population densities and huge metropolitan areas, as compared with the regions close to it, and by the proportion of its people engaged in manufacturing and other non-agricultural pursuits.

1. The Northeast is an area of fine seaports.

2. The location of cities is affected by such features as purpose, geographic features, access to transportation, or culture demands.

3. The Northeast has certain advantages for promotion of manufacturing.

   a. It has good transportational facilities by both land and water.

   b. It has large supplies of minerals available.

   c. It has a highly trained labor force.

   d. It has access to a large potential market.

   e. It is located on established trade routes.

   f. It has a large financial center.

and the population distribution of the Northeast, what kinds of agricultural activities would you expect to find important in the Northeast, especially in areas within two hundred miles of large cities? Why?

Where would you expect to find large cities? Why? What kinds of activities would you expect men to engage in along the coastal areas even where there are not really large harbors? What kinds of activities would you expect to find around the major harbor areas? Where would you expect to find heavy industry such as steel mills? Why?

86. Show the class a map of large cities. Were they right in their hypotheses about where large cities would develop? If not, have several pupils investigate the places where large cities have grown up in places which pupils did not identify earlier as well as some of the places where there are only small towns or cities in places where pupils expected large cities. Other pupils might investigate some of the other large cities of the Northeast, trying to decide why the city grew up where it did, identifying ways in which it has changed over the years and the reasons for the changes, and looking for functional relationships with the Northeast as a whole as well as relationships with the entire country and with other countries.

e.g., Borchert and McGui
New World, p. 85.

Geography textbooks and
reference works.

Discuss ways of organizing group reports. Urge pupils to vary type of presentation. (e.g. symposium, bulletin board display, advertising booklet for city, etc.) Discuss criteria for good oral presentations.

Before the class begins the research, discuss ways of locating information in the library through the use of the card file and the vertical file. Also review the use of atlases and almanacs and the table of contents, index, and glossary in books. Show pupils sample note cards and have them take notes on their reading. Check these notes as children work.

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resources, transportation routes, access to resources, access to markets, people's skills, landforms, etc.

S. Presents effective oral reports and symposiums.

S. Uses the card catalog in the library.

S. Uses the vertical file in the library.

S. Uses almanacs.

S. Uses different types of atlases.

S. Uses the table of contents in a book.

S. Uses the index in a book.

S. Uses the glossary in a book.

S. Takes notes on reading, using note cards.

87. After the groups have made their presentations, discuss: Are there any similarities in reasons for the growth of large cities? for the changes which have taken place in the cities? To what extent are the cities similar? different? What kinds of relationships do they have with each other? To what extent are they dependent upon other parts of the Northeast? of the country? of the world?

88. Have pupils read various text accounts to check on their other hypotheses drawn from a comparison of the maps. Perhaps set up several groups to check on hypotheses about different kinds of things such as farming activities, types of industry, etc. (See activity #91 for other group activity.)

Geography textbooks.

G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, landforms, etc.

G. Types of agriculture in a region depend upon man's cultural values, perceptions, and level of technology, as well as upon climate, soils, and topography.

G. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to resources, access to markets, people's skills, landforms, etc.

C. The Northeast can be delinated as a region in pa
the predominant types of agriculture carried on
region.

1. The choice of farming activity is affected by
patterns, not just by physical features. The
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2. The Northeast is an important fruit-growing r

3. Other crops are grown in some of the river va
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C. The Northeast can be delinated as a region in part because of the predominant types of agriculture carried on within the region.

1. The choice of farming activity is affected by population patterns, not just by physical features. The region is characterized by dairying and garden farms which serve the many large cities.

2. The Northeast is an important fruit-growing region.

3. Other crops are grown in some of the river valleys and coastal plains areas.

As these groups report to the class, they should use maps and various pictures to illustrate their findings.

89. After the group has reported on industry, you might have pupils look again at a population density map of the whole country. How does the Northeast compare with the Middle West? With the South? Also have pupils look once more at the U.S. map showing the proportion of people working in factories as compared with farms. Remind them that they saw this map once before when they studied the Midwest as a region. How is the Northeast different from the Middle West? from the South? How can pupils explain this high proportion of the population which is engaged in manufacturing?

Brochert and McGuigan, New World, p. 17. Or used in Overview. Deasy, et.al., The Wor p. 56.

90. As a group reports on agricultural activities, you might also do the following:

a. Have pupils look at a map showing the average value of farm products sold per acre of all land in farms in 1954. Ask: How valuable were the products sold per acre in the area close to New York City? in the areas close to Philadelphia? Baltimore? Boston? Buffalo? Pittsburgh? What kinds of products do you think must have been raised on the farms in these areas?

Gottman, Megalopolis,

b. Now have pupils examine a map of dairy farms in the megalopolis area of the east coast. Ask: What per cent of the farms in the immediate area of New York City were dairy farms? Why do you think it is so low when the city would need so much milk? Have pupils check the percent of dairy farms close to other major coastal cities. Do they find the same relationship?

Gottman, Megalopolis,

c. Or instead of a and b, assign the study of the map of the "Dairy-Farming Regions of the Northeast" in Borchert. Compare it to the physical map of the same area. Are there relationships? Where does this relationship break down?

Borchert and McGuigan, of the New World, p. 9

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Deasy, et.al., The World's Nations, p. 56.

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Gottman, Megalopolis, figure 77.

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Gottman, Megalopolis, p. 287.

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of the same area. Are there relationships? Where
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Borchert and McGuigan, Geography of the New World, p. 98.

G. People in most societies of the world depend upon people who live in other communities, regions, and countries for goods and services and for markets for their goods.

S. Generalizes from data.

G. Man uses his physcial environment in terms of his cultural values, perceptions, and level of technology.

G. A region is an area of one or more homogeneous features. The core area is highly homogeneous, but there are transitional zones where boundaries are drawn between different regions.

G. Regions are delimited on many different bases, depending upon the purpose of the study. Some are delimited on the basis of a single phenomenon, some on the basis of multiple phenomena, and some on the basis of functional relationships.

Note the area along the coast, especially New Jersey and Delaware, Manhattan Island. Formulate hypotheses about why this area is not used extensively for dairy farming. Compare this map with the map on "Fruit and Vegetable Regions of the Northeast." What does one discover by the comparison of these maps?

91. Several groups might study different states in the region to check some of the class' hypotheses. In this case, have the groups try to find out also how their state is related to other states in the Northeast either through functional relationships or by type of activity carried on, physical features, etc.

    As the groups report on their states, have pupils make a large chart noting similarities and differences among the states. Then ask them to generalize about the region as a whole.

92. Perhaps have the class view and discuss the filmstrips: Then and Now in New England and Then and Now Along the Main Street of the East. Both of these filmstrips stress how the impact of men and technology have changed the industries and way of life in these regions.

Filmstrips: Then land, E.B.F. Then and Now Along the East, E.B.F.

93. Have pupils look once more at the regional charts they made during their study of the Midwest. Let them make any changes in the data on the Northeast which they now think justified. Have they changed their minds at all about the criteria which might be used to separate the Midwest and the Northeast? After their more intensive study, would they accept Borchert and McGuigan's inclusion of New England and the western part of the area in the Northeast? Why or why not? What criteria are used in drawing such regional boundaries?

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